DOCUMENT RESUME

ED 440 841 SE 063 375

| | |
|---|---|
| AUTHOR | Jones, Nick, Ed. |
| TITLE | Evaluating and Inspecting the Environmental Dimension: A Checklist for Schools. |
| INSTITUTION | Council for Environmental Education, Reading (England). |
| SPONS AGENCY | Office for Standards in Education, London (England). |
| ISBN | ISBN-0-906711-38-X |
| PUB DATE | 1999-03-00 |
| NOTE | 9p.; For an environmental dimension checklist for school inspectors, see SE 063 374. Developed in association with the Centre for Research, Education, and Training in Energy; Environmental Education Advisers Association; Field Studies Council; Learning through Landscapes; National Association for Environmental Education; and Tidy British Group (Eco-Schools). Funded by the Department of the Environment, Transport, and the Regions; and Esso UK. |
| AVAILABLE FROM | Council for Environmental Education, 94 London Street, Reading RG1 4SJ, England (2.50 British pounds). Tel: 0118-950-2550; Fax: 0118-959-1955; e-mail: ingo@cee.i-way.co.uk; Web site: http://www.cee.org.uk. |
| PUB TYPE | Guides - Non-Classroom (055) |
| EDRS PRICE | MF01/PC01 Plus Postage. |
| DESCRIPTORS | *Educational Environment; Elementary Secondary Education; *Environmental Education; Foreign Countries; *Inspection; Resource Materials; Science Education |
| IDENTIFIERS | United Kingdom |

ABSTRACT

Many schools and their communities highly value the environmental dimension of their work and recognize that stimulating learning experiences and learning environments contribute to raising the standards of achievement. However, the contribution of the environmental dimension is not always fully recognized or reported. This document was produced to help schools evaluate their own work and present it effectively before, during, and after an inspection. The checklist suggests providing evidence of: (1) fieldwork and out-of-school learning; (2) environmental management; (3) extra-curricular activities; and (4) special projects, exhibitions, and awards. (CCM)

Reproductions supplied by EDRS are the best that can be made
from the original document.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
P. Davison
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED 440 841

# Evaluating and Inspecting the Environmental Dimension

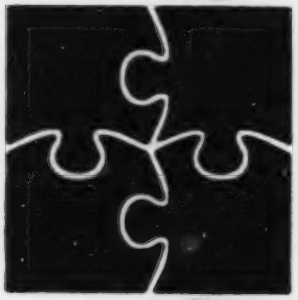
## A Checklist for Schools

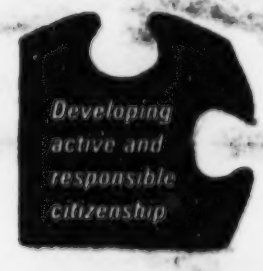
BEST COPY AVAILABLE

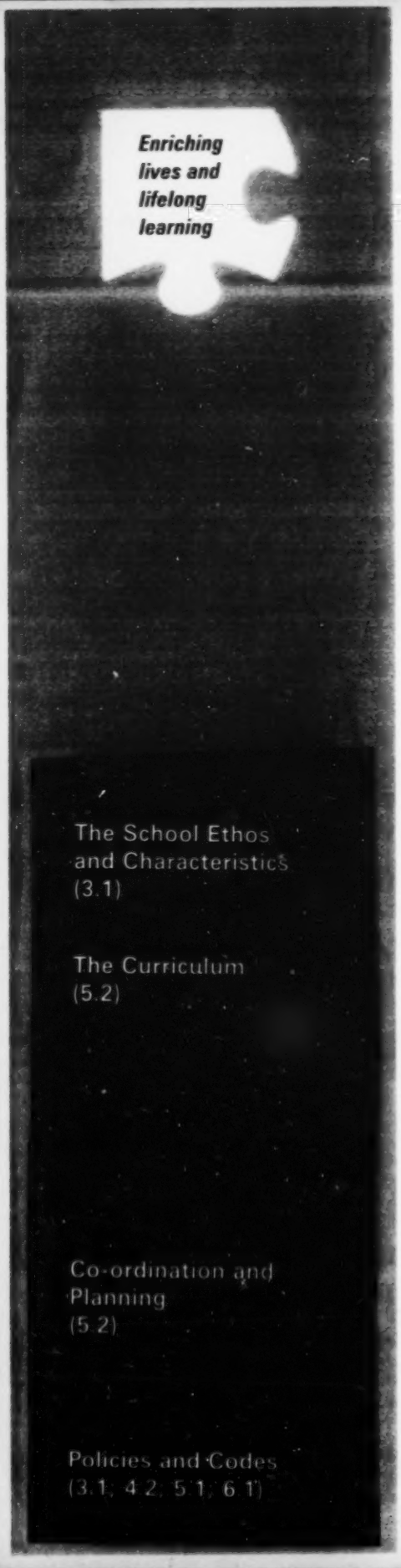
2

Council for Environmental Education

**The aims and purposes of environmental education:**







## What is meant by the environmental dimension

The term *environmental dimension* is used to include both the curriculum and the context within which it is delivered. This context is very important and can reinforce, or undermine, curriculum messages. The *environmental dimension* includes a wide range of formal and informal activities and situations. This section outlines the main features. The numbers in brackets (eg 6.1; 6.3) are suggestions as to where in the OFSTED Inspection Framework these features could be reported on.

Your school will have main aims and priorities, including targets set, which may include environmental values.

The "requirements" and "opportunities" to teach about environmental matters are detailed in *Teaching environmental matters through the National Curriculum* (SCAA, 1996). There are "requirements" in geography, science, design and technology, art and physical education, and "opportunities" in all subjects. PSHE programmes provide further opportunities for developing values and attitudes to the environment.

Your school may co-ordinate and plan environmental work across the curriculum. You may also have a co-ordinator for environmental education, or education for sustainable development.

Your school may have policies or codes for environmental education and/or for environmental management.

**Fieldwork and Out-of-School Learning (5.1; 5.5; 6.2)**

Your school should have a planned programme of fieldwork. Out-of-classroom learning may act as a stimulus for work in more than one subject or cross-curricular area. These visits and studies engage pupils with the wider community, locally and in more distant places, and may also contain a residential component which contributes to pupils' personal and social development.

**Environmental Improvements (5.3; 6.2)**

Your school may be making changes to its physical environment (school grounds, buildings etc), or to the way its existing environment is used. These changes, and pupil involvement in the process, can improve the provision for learning, recreation and behaviour management.

**Environmental Management (6.1; 6.3)**

Your school may be using a process of monitoring, assessing and improving its own environmental performance. This may include trying to reduce its consumption of energy, water or other materials. It may also include recycling and cutting waste. The process of environmental management may be being used as an educational activity.

**Pupil Involvement (5.1; 6.1)**

Pupils may be involved in drawing up policies and codes. You may have a school committee or council involving pupils, staff and others in monitoring and improving the environmental performance of the school. Pupils may be involved in environmental activities in the school grounds and/or the local community, eg Local Agenda 21.

**School Linking (5.2; 5.3)**

The school may have links with others, nationally or internationally. Pupils may be exchanging information and comparing attitudes and values towards the environment with pupils from different cultural backgrounds.

**Sources of Evidence**

You will need to provide evidence of school councils, extra-curricular activities, collective worship, break times, special projects (eg energy conservation), exhibitions around the school, visits and fieldwork in presenting a picture of your school's work.


BEST COPY AVAILABLE

## The value of the environmental dimension

*"Study support activities help motivate young people and give them extra confidence to learn during their school days and beyond."*
David Blunkett, *Extending opportunity: a national framework for study support* (DfEE, 1998).

Supporting study and standards of achievement

Pupils are motivated by activities that develop their natural curiosity and are stimulated by learning environments and experiences beyond the classroom door. Motivation, stimulation and confidence to learn raise standards of achievement and are the foundations for the enrichment of lives and lifelong learning.

Preparing for adult life

Environmental education contributes to both the broad and balanced curriculum which schools are required to provide (Section 351, Education Act, 1996), and to the development of active, responsible citizens and sustainable communities.

Improving the quality of life

Improving the quality of learning, the quality of environments and the sustainability of lifestyles leads to a better quality of life for everyone.

## Evaluating and presenting the environmental dimension of your school

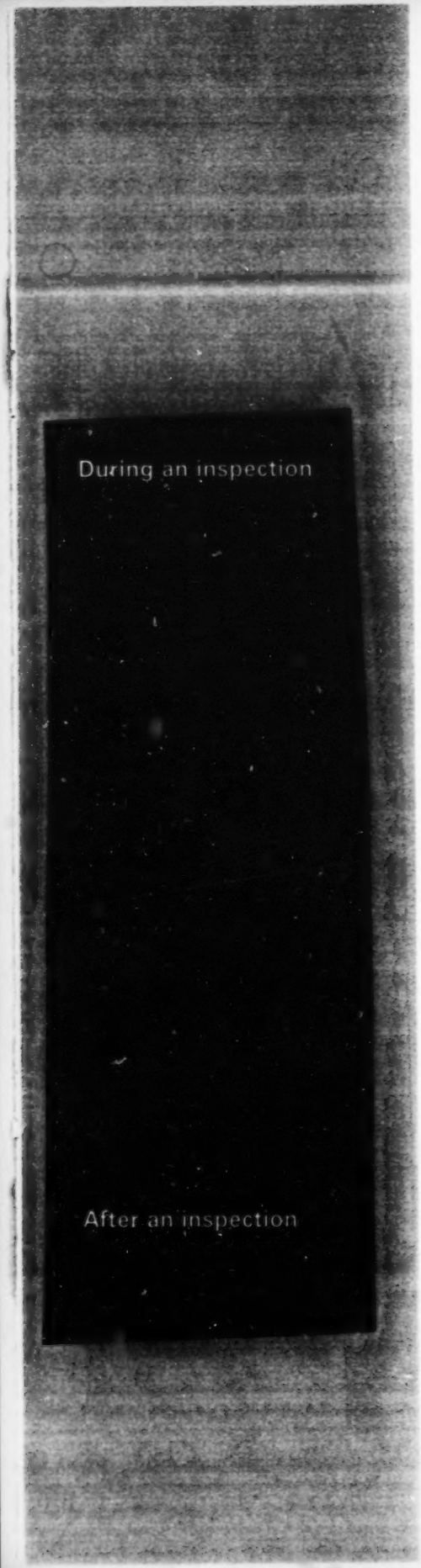
Whether preparing for an internal evaluation or an external inspection, many of the suggestions listed below will apply in both situations. As much evidence as possible ought to be assembled for judgements to be made about the quality of work. However, for an internal evaluation the school community will need to agree its own criteria for making judgements.

Before an inspection

- Use the **S Forms** to request the inspection of the environmental dimension;
- In the **Head Teacher's Statement**, include reference to the priority attached to the environmental dimension;
- Ensure that **documentation** includes all relevant policies and codes. Refer to the existence of this document;



BEST COPY AVAILABLE



## During an inspection

- During the **preliminary visit** of the registered inspector, discuss how the environmental dimension will be inspected. Use this document to help you;
- Use the **checklist** in this document to make sure that you have assembled all the relevant evidence, in particular how it contributes to standards in basic skills;
- Inform the **school community**, pupils, staff, parents and governors, that the inspectors have been asked to take special note of the environmental dimension of your school. This will enable them to reinforce the messages.

- Ensure that your **documentary evidence** is available and accessible;
- Highlight the **environmental themes** in schemes of work;
- Encourage teachers and pupils to illustrate the **links with basic skills**;
- **Display a plan** of the school highlighting its various indoor and outdoor learning environments;
- Make sure inspectors see these **learning environments** being used;
- Encourage pupils to express their opinions about the school, and other environments, and **how they learn** from them;
- Encourage **people who support environmental work** in your school to visit or to be available during the inspection;
- **Reinforce the message** at daily meetings with the registered inspector;
- **Agree the references** to the environmental dimension and aims with the registered inspector for section 3.1 of the report;
- **Make sure the school looks its best!**

## After an inspection

- When meeting with senior management team and registered inspector, ask for **clarification of the judgements**. Use the section in this document, **OFSTED Inspection Framework**: **Evidence of the Environmental Dimension**, to help you assess whether the environmental dimension is accurately and fairly reported;
- **Celebrate the positive messages** in the report, issue press releases and circulate copies of the report to those who have contributed and supported the work in the **school and community**.



BEST COPY AVAILABLE

Checklist

3.1 Characteristics of the school

4.1 Attainment and progress

4.2 Attitudes, behaviour and personal development

4.3 Attendance

5.1 Teaching

## Check that you have assembled evidence of:

- Characteristics, aims and targets of the school
- Work in the curriculum • Co-ordination and planning
- Policies and codes • Fieldwork and out-of-school learning
- Environmental management • Pupil involvement
- School linking • School councils • Extra-curricular activities
- Collective worship • Break times • Special projects
- Exhibitions • Awards

# OFSTED Inspection Framework

## Evidence of the environmental dimension

Judgements should be based on the extent to which:

Environmental values are contained within the stated aims of the school; the physical environment and/or ethos of the school influence standards.

### Outcomes

Attainment and progress are consistent across the key delivery subjects; attainment and progress are raised by first-hand learning in the environment.

Pupils react positively to, and show respect for, their surroundings;pupils' behaviour is consistent within and beyond the classroom; pupils show initiative and take responsibility for environmental matters; pupils are aware of and act on the environmental policies of the school; pupils show empathy with others and debate issues openly.

The quality of the school environment encourages attendance.

### Contributory Factors: Provision

The use of the environment enhances the quality of teaching; the contributions of specialist areas strengthen environmental understanding; the environment is used as a context to develop and consolidate skills; teachers are confident in handling controversial environmental issues; methods encourage pupils to learn directly from their surroundings.

BEST COPY AVAILABLE

| | |
|---|---|
| 5.2 The curriculum and assessment | Schemes of work for all subjects address environmental matters; there is a planned approach to work across the curriculum; PSE reinforces positive values and attitudes to the environment; assessment includes recording of environmental aspects of pupils' achievements. |
| 5.3 Pupils' spiritual, moral, social and cultural development | The school promotes positive values and attitudes to the environment; the school enriches pupils' awareness, understanding and empathy; pupils are encouraged to take responsibility for environmental matters. |
| 5.4 Support, guidance and pupils' welfare | The physical environment and behaviour management promote well-being; health and safety policies/procedures support study beyond the classroom; the school values and celebrates pupils' environmental achievements. |
| 5.5 Partnerships with parents and the community | Local issues and concerns are used as a stimulus for curriculum work; pupils' work contributes to the resolution of local issues/Agenda 21 processes; pupils are encouraged to apply environmental values beyond the school; the physical environment of the school is welcoming to parents and visitors. |

## Contributory Factors: Management

| | |
|---|---|
| 6.1 Leadership and management | There is clear and effective management/co-ordination of environmental education; policies/plans incorporate an environmental dimension; polices/plans are actively supported by all staff through management and practice. |
| 6.2 Staffing, accommodation and learning resources | There are plans for the development of school buildings and grounds; professional development needs in environmental education are being met; the school buildings, grounds and locality are used as learning resources. |
| 6.3 The efficiency of the school | Efficient use is made of its grounds, buildings and human resources; efficient use is made of consumable resources (eg energy, water, paper); the school makes good use of external sources of expertise and financial support. |

BEST COPY AVAILABLE

**Funded by:**

DETR
ENVIRONMENT
TRANSPORT
REGIONS

**Department of the Environment, Transport and the Regions**

Esso

**Esso UK plc**

**With additional support from:**

FSC

**Field Studies Council**

CREATE

**Centre for Research, Education and Training in Energy**

Eco-Schools

**Tidy Britain Group (Eco-Schools)**

eeaa

**Environmental Education Advisers Association**

Author Developer

Target audience and intended usage

Identification of need

Publisher

Materials used in production

Promotion and distribution

Council for Environmental Education
94 London Street
Reading RG1 4SJ

BEST COPY AVAILABLE